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MANAGEMENT
DEVELOPMENT
PROGRAM

A PLAN FOR THE MAN



U.S. DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE



“Training is a basic responsibility of management at every level of operation. Each manager and supervisor is responsible for training employees for effective job performance, for developing their career potential, and for encouraging and giving recognition to self-development.”

Departmental Manual, Personnel, Part 383
Training and Employee Development.

A PLAN FOR THE MAN—

A Tool to Unleash
Creativity and Potential
in

The National Park Service

IN-SERVICE TRAINING SERIES

1963

Foreword

One of the National Park Service's most important assets is our management talent. For it is our executives, managers, and supervisors who conceive and carry out the policies and plans essential to meet the problems of today and tomorrow. I firmly believe, therefore, that management development is too vital to the success of our National Park Service's goals and ideals to be left to chance.

The *primary* purpose of the Management Development Program in the National Park Service is to help *all* of our executives, managers, and supervisors improve the performance of their *present* assignments. In addition, it is designed to identify those people who have potential for greater responsibilities and focuses attention on some of the ways and means by which they can be prepared to assume such responsibilities in the future. In essence, we are concerned with both short-range and long-range improvement and development.

I have always considered an effective leader to be one who has a sincere and strong desire to help his staff grow and advance, and who enthusiastically works at it, too. The manager who achieves a real satisfaction from serving as a coach will have little difficulty in "finding time" for this responsibility.

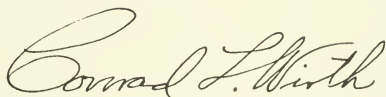
It also has been my observation that the growth of people depends on the environment which you and I, as supervisors, create. It is up to all of us who are in the managerial group, then, to be certain that we think and act in a positive way about the planned development of our people. This means that we must provide day-to-day attention not only to the development of those who report to us, but to ourselves, too. If we as managers believe we need no further improvement, we will not be able

to provide our subordinates with the inspiration and guidance they need for their continued growth.

Basic to the development of all of our managers is a system which provides for:

- a passing on to subordinates, in a systematic way, the knowledge and skills we ourselves already have acquired. This is essentially a responsibility to the Service to function as an enthusiastic coach.
- a plan for the individual's development which has been worked up on a mutual basis by him and his superior.
- the fullest possible encouragement and help to one's subordinate to see that such development takes place.

The ideas outlined in this booklet follow these three principles. They should help you to develop more readily your supervisory staff members, and others as well.

A handwritten signature in cursive script, reading "Conrad L. Wirth". The signature is written in dark ink on a light background.

CONRAD L. WIRTH.

Although I have done the basic work in preparing this booklet, I wish to emphasize that the ideas in it are drawn from the experience and thinking of many persons in industry, government and education. Field officials of the National Park Service were particularly helpful in offering suggestions, criticisms and raising pointed questions.

JULIUS E. EITINGTON,
Chief, Branch of Training.

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Introduction

This booklet is a biased one; in fact, it is as biased as any you have ever read. It holds staunchly these biases:

- The National Park Service, as a progressive, forward-looking organization, is entitled to the highest possible level of performance by its managers.
- High performance requires the unleashing of creativity and potential which can come about only through *planned* development of our managerial staff.
- In a career bureau such as the National Park Service, the development of our managers is too important to be conducted intermittently or indifferently.
- A vital portion of the manager's job is to develop *systematically* the supervisors (and others) who report to him.
- Managers are *made*, not born.
- We can do a more effective job of developing our managers than we now do.
- Managers can be made more effective if we concentrate on an *individualized, tailor-made* PLAN FOR THE MAN.¹

Why a Formal Program?

Many supervisors in the Service are now doing a good job of working with their staff on their development. In addition, various other established programs, e.g., lateral transfer, promotion, formal schools, participation in task forces, performance

¹ Employees on the distaff side will readily recognize that we are using man in the generic sense of the term. We obviously want to train women employees of our work force, too.

rating discussions, and the like, provide opportunities for broadened experience. If this is the case, why do we need an added program such as A PLAN FOR THE MAN?

We believe this query is a good one and can be answered in this way:

First, guide lines and specific skill approaches are needed by all supervisors to do the most effective training and development job. The supervisor who is sincerely interested in staff development will welcome a booklet and plan specifically geared to this purpose.

Second, while many supervisors may be active in development activities to various degrees, a significant number of others may not. Thus the need for a more formal and systematic effort.

Third, while a certain amount of informal and intermittent counseling is already going on, it is doubtful if truly comprehensive talks would be held and specific plans developed without the spur of a more formal program such as A PLAN FOR THE MAN. Pressure of work, "crises" of various sorts and just plain inertia all too often provide reasons to "defer" the task.

Fourth, in a Service as diverse and far-flung as ours, it is desirable and essential to provide like training and development opportunities. A formal plan, encompassing all who are eligible, is the only equitable and democratic approach to the problem.

Flexibility In Approach

The PLAN FOR THE MAN concept is designed to give the supervisor the maximum amount of flexibility and freedom in working up a development plan. Thus, no single technique, such as the use of appraisal panels, is required. All that is required is that any one of the various approaches presented, which can be used to best meet local needs, be applied conscientiously.

Similarly, no deadlines are required by the Washington Office for the preparation of an individual PLAN FOR THE MAN. However, a given park or office will find it desirable to establish some phasing system or time schedule to ensure that (a) interviews or counseling sessions are held, and (b) the PLANS are actually developed, reviewed by the next level of supervision, and followed-up periodically with subordinates. But this should be done to meet varying local needs, conditions, and peak workload requirements.

Small vs. Large Organizations

This booklet has been expressly designed to meet the needs of supervisors at *all* levels in the Service. We also believe that the basic ideas and skills presented in this booklet can be applied in any park or office regardless of size. For wherever subordinates exist, in small or large numbers, there is a need for a planned approach to training, growth, and development.

The small organization will find it easier to work with these ideas because of a number of “built-in” or plus factors—greater informality, more face-to-face communications, natural opportunities for broadened as opposed to specialized experience, greater familiarity by the total staff with each other’s problems, accomplishments, skills, etc. The larger organization, contrariwise, may have a greater challenge; but with proper planning and organization for the development job, it, too, can apply the concepts and tools provided.

Relation to Daily Workload

New programs always raise questions about existing workload in relation to new or added requirements. This, of course, is a valid concern. We believe, however, that as you study the PLAN FOR THE MAN approach to staff development and work with it, you will find that:

A. It is essentially a *line* program which many supervisors are already applying in whole or in part.

B. It is a program designed to gear in well with and *improve* current activities and operations.

C. It is a relatively simple program to incorporate in current activities; in fact, no special forms are required.

D. The small time required to develop A PLAN FOR THE MAN should be regarded as an investment. If it is done enthusiastically and thoroughly, we can expect pay offs in terms of higher performance, improved operations, better communications, and the like. All of which will *save* time in the long run.

Also, the matter of expenditure of time is a personal kind of thing and has to be resolved for each supervisor in relation to questions such as these: Am I really satisfied with the quality and quantity of work of my subordinates? Are they entirely clear about my expectations regarding their work? Am I doing everything I should to encourage creativity and unleash potential? Am I effective as I should be as a developer of staff? What are the alternatives to a planned approach to staff development?

Relationship to Existing Personnel Management Responsibilities

The PLAN FOR THE MAN concept builds upon and lends support to the responsibilities supervisors already have for personnel management. This is particularly true in respect to such areas as promotion policy, lateral transfer and performance rating. These relationships are described in more detail on pages 19 and 20.

Implementation at Park and Office Levels

The booklet has a number of concepts in it which may be subject to varying degrees of understanding by Service supervisors. We therefore urge all park and office heads to:

A. Familiarize themselves with its contents.

B. Encourage subordinate supervisors to read the handbook carefully.

C. Hold discussion groups about its contents.

D. Follow up periodically to ensure that all concerned are clear as to their responsibilities and that realistic PLANS are worked up.

Do You Have A Management Development Philosophy?

You and every other manager ² have a philosophy about management development. You may not have really discussed it with anyone, or reduced it to writing, or compared it with other managers' philosophies. But you do have one. For this is what you act upon every day. Here are several philosophies or approaches to development. To which one do you subscribe?

<i>Approach</i>	<i>Reasons</i>
Laissez-faire	"We're doing o.k. as is" "Managers are born, not made" "Cream will rise to the top" "Experience is the best teacher" "That's the way I learned" "Let sleeping dogs lie"
Yes, but	"I really haven't thought it through" "We're not ready for it yet" "We just don't have the time" "We're not trained for it" "Maybe, next year "
Planning	"We believe strongly in a PLAN FOR THE MAN for it: ● is based on need ● helps men grow ● unleashes creativity by providing challenge, motivation, inspiration"

² Manager and Supervisor are used interchangeably throughout the booklet.

This booklet is biased in favor of the *planning* approach to development. The alternatives are letting things drift, hit-and-miss development, limited accomplishment, and running the risk of having a work force whose potential is not only untapped but is in danger of stultification and vegetation.

Why Management Development?

The National Park Service is interested in the development of all its managers³ for a number of reasons.

1. *To broaden outlooks.* The problems of management are growing in greater complexity each year. This is a result of the many forces which impinge on the Service's work—social, economic, technological, political, demographic, cultural, and international. It thus is essential that our managers (and other personnel, too) be broadened to:

A. Think beyond the boundaries of their own office or park.

B. Cope with the many problems of change.

C. Counteract the limited outlooks which all too often result from long performance in a specialized job or a professional field.

D. Help merge the professional (program) and management side of the manager's job. The more effective manager is one who recognizes that the manager's job is like two tracks of a railroad, both being highly essential to effective operation. Thus,



if one aspect of the job is given improper emphasis, the operation cannot proceed smoothly.

³ Many of the ideas in this booklet obviously will also pertain to non-managerial employees, too.

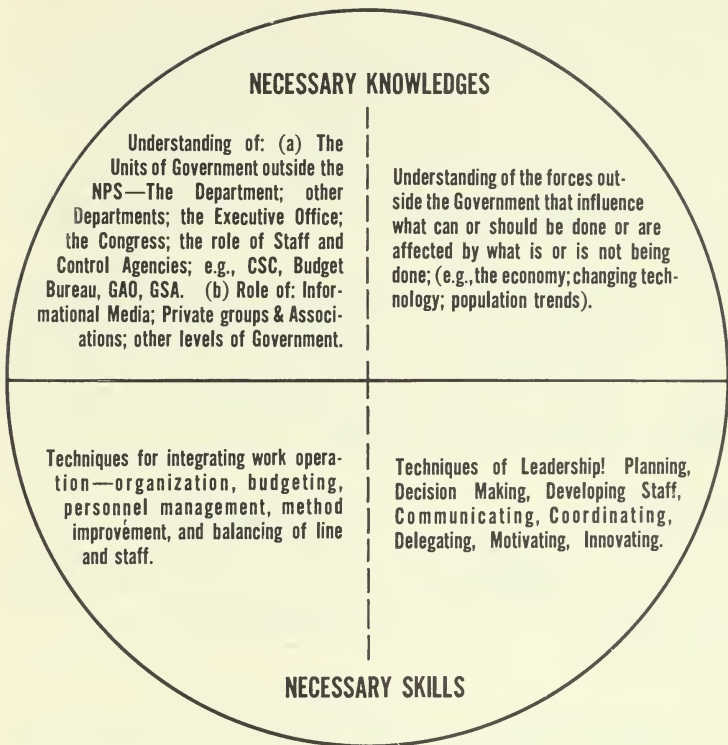
2. *To increase time perspective.* The National Park Service is a planning agency having programs which look ahead into the next and future decades. What is needed is a shift from day-to-day "crisis" management to a long-range view.

3. *To equip men to handle a complex job.* A manager's job today is an extremely complicated one. To that extent positive, planned and continuing development is essential. The manager's job, shown in the diagram on page 5, consists of an interdependent and complex set of factors. Each of these must be taken into consideration as we plan individual training and development.

Basic to the development of present and future managers is a clear understanding of the things they must know. Every organization head, of course, has his own ideas of what the manager's job is and what makes a good executive or supervisor. However, most officials will agree generally with this breakdown of necessary *knowledges* and *skills*.

Not everyone will require training in all phases of the manager's job. This will vary with the needs, experience, present work assignment, and potential of the individual. Some may also require training in various technical (as opposed to management) subjects. However, experience to date indicates that as one ascends the management ladder a mastery of the elements in the chart is essential to successful development in breadth.





Another way of appreciating the nature and complexity of the manager's job is by studying this diagrammatic presentation (based upon the three-skill breakdown developed by Professor Robert Katz of Harvard University).



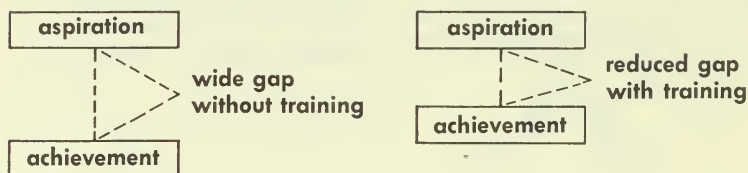
This diagram points up that :

A. human skills are vital at all levels of management, although they obviously will differ in kind at the higher grade levels.

B. technical skills (professional, program or subject matter skills) become less significant at the higher grade levels.

C. the conceptual skills (i.e., broad-gauge, long-range thinking and problem-solving) become more important as one goes up the ladder.

4. *To help men realize potential.* All of us are what we are due to a combination of factors; heredity, physiological development, and psychological growth. However, despite these limiting factors, most of us and our subordinates can do more if we are subject to additional encouragement, training and development; in short, to the unleashing of potential.



Many employees have aspirations which are in keeping with their potential (capabilities). To the extent that we help to close the gap between achievement and aspiration, we are tapping potential. Also, by reducing the gap between the two, we can reduce a cause of much dissatisfaction, frustration, and vegetation.

5. *To keep men alive.* As we stated above, people can do much more than they often are encouraged or permitted to do. It is the manager's job, then, to ensure that people receive challenge, stimulation, and opportunity so that they are constantly alert and growing.

Many observers of the management development movement have noted that the biggest problem of management and management development is to overcome the feeling in managers (and others) that they have arrived—for once that happens, new and dynamic approaches to the organization's problems are very difficult or impossible.

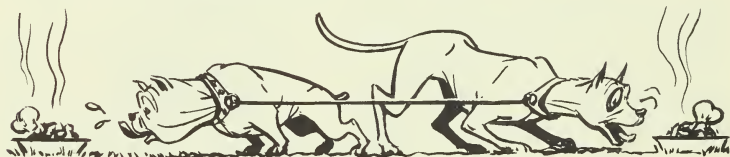
6. *To bring men along faster.* Our subordinates will learn management as well and as rapidly as we want them to. Conversely, if development is not planned, if it emphasizes the "school of experience" approach, development will be spotty and slow.

Every organization, including the National Park Service, requires a corps of alert, growing, and sophisticated managers. A surplus of such talent is unlikely. It is therefore essential that we work continually and positively at the development of our managerial force.

7. *To provide for continuity.* Every organization is necessarily concerned with succession. Survival and growth depend upon a reservoir of capable managers who are able to fill new and vacated positions. By constant attention to development, succession can be accomplished without crisis. To the extent that we cannot fill managerial jobs readily, we have failed in our responsibilities to the Service.



8. *To discharge Service responsibilities more effectively.* In the last analysis, management development must evidence significant “payoffs” for the Service. This may be better visitor service, better communications, participative management, more self-development activity, greater delegation of responsibility, more team work, better problem-solving, the creation of a larger “management pool” for selection purposes, etc. In general, results will accrue to both the Service and to individual managers if we work conscientiously at the development task.



LET'S PULL TOGETHER



TEAMWORK



SUCCESS

Principles of Development

“Management Development” is a relatively new term for an old process. Actually, the Service always has been developing executives, managers, and supervisors. You, therefore, should be able to develop your managers around everyday job activities. But to do this more effectively, you should base your development activities on these principles:

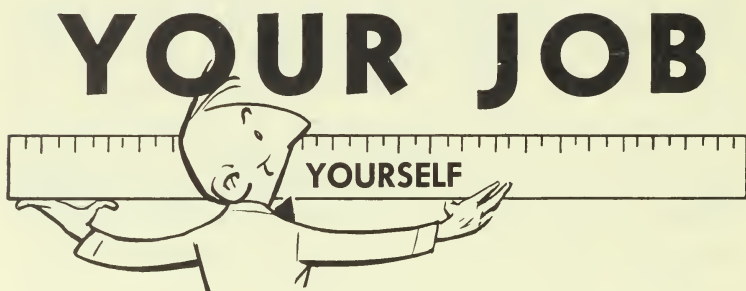
1. *Keep your program job-oriented as opposed to concern with personality traits.* While we are interested in such personality traits as initiative, neatness, enthusiasm, loyalty, integrity, and decisiveness, and certainly hope that all our staff rank high on these qualities, these traits are all-too-often abstract items which are hard to define, hard to get agreement with a subordinate as to what they mean and how important they are to a given job, and harder to bring about any real improvement in them. Therefore, why not discuss the job and job standards (which are tangible things) and the situations where progress was not made or where problems arose, and to develop plans jointly to see that these difficulties do not arise again?

Then, too, a primary purpose of management development is to improve the ability of managers to work effectively with others in the organization. Our concern is not to turn out “organization men”, but more effective managers who retain their basic individuality.

In general, personality is viewed differently by different people whereas performance is perceived with greater reliability and consistency. People know how to improve their *results* on the job; they seldom know how to change their personalities. There are tremendous opportunities for managerial improvement in

such areas as work planning, delegation, communication, problem-solving approaches, conduct of staff meetings, staff development, etc., without getting into the quicksand of personality rating and improvement.

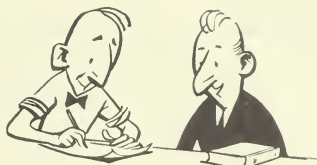
2. *Development proceeds best when it is based on self-appraisal.* Why? Simply because a man can accept criticism from himself more readily than from anyone else. If you can encourage a man to reflect upon his own accomplishments, progress, shortcomings and weaknesses, you avoid putting him in a position where he has to accept criticisms and advice solely from you.



3. *In addition, development must also provide for "feedback" from others, principally yourself, regarding your subordinate's performance.* An individual must have adequate data regarding how his performance is perceived by someone else before he can change it. The assumption that most people don't want or can't take feedback about their performance is a rationalization set forth by timid managers. *Adults want to know how they are doing.*

4. *Provide your managers and supervisors with high expectations and standards.* If they are content with operations as they

are, improvement in programs and their own development is not possible. Provide challenge with a dynamic environment, new and higher goals, and a constant search for new and better ways of doing the job. Your managers should appreciate that the old saw "We grow as long as we're green" applies to both programs and people.



5. *Development is the responsibility of the individual.* You, as the supervisor, can provide the stimulation, encouragement, active interest, and organization resources; in short, the proper *climate*. But the individual must possess and use the energy, the drive and the initiative required to develop his talents. The key idea here is *self-development* as opposed to "spoon-feeding" by the organization. Encourage your subordinates to participate in outside activities such as Toastmasters Clubs, educational courses, and professional and community affairs. Taking the "risk" of a lateral transfer is also a worthwhile form of self-development.



6. *Provide for individualized, tailor-made development programs.* Since all managers have different strong points and weaknesses, their training needs will vary. The several approaches described in the section "How to Develop A PLAN FOR THE MAN" starting on page 23 will give you the tools to help meet individual needs.

7. *Development is best approached from the standpoint of doing one's present job better.* This may be greater skill in plan-

ning or delegating work; in budget preparation; or improving skill in writing, speaking, listening, or leading conferences.

Development for the assumption of higher responsibility is a secondary goal (see page 20, "Relation to Promotion Program" and page 36, "Discussion Regarding Career Goals"). Promotion will come if we do a good development job in the "here and now."

8. *Don't operate the program as a "closed corporation" for a favored few.* All supervisors, managers, and executives should participate to varying degrees, depending upon their needs. Our philosophy in the National Park Service is a democratic as opposed to a "crown prince" approach to management development. Also, rare is the manager who performs his job so perfectly that no further development is necessary. In a comprehensive development program, therefore, we need to:



- a. Improve the performance of present managers:
 - first line supervisors and foremen
 - middle management
 - executives
- b. Convert technicians into *managers* and *supervisors*.
- c. Convert specialists into *generalists* (at least in outlook if not in actual job assignment).

9. *Development which emphasizes management must begin early in a man's career and be a continuing process from then on.* The alternative is management learning by trial and error. It is also the best means to help those who supervise others to acquire a "self-concept" of a manager as opposed to that of a subject-matter expert, technician, or "program specialist."

10. *Developing managers is a continuous, ever-present task.* It is not something that can be done in six weeks or six months. Nor can it be done by an occasional quickie course on "Management Principles."

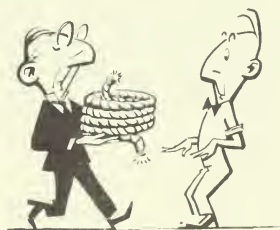
11. *People learn from people.* The examples set by the top executive(s) and managers will determine the way subordinates approach their problems. This is particularly true in such vital areas as communications, human relations, motivation, delegation of authority, and development of one's staff. Good management can't be learned in a poorly managed outfit.

12. *We learn best by doing.* The training, therefore, should emphasize active participation and performance, provide opportunities for the solving of real problems, developing policy and program, and making decisions.



13. *Delegation is a basic tool to encourage motivation, creativity, and development.* Don't be afraid to "give people enough rope." The alternative is to encourage dependence upon you.

14. *Managers need broadened outlooks.* Unless you work at this diligently, specialization and narrow outlooks are inevitable. Therefore, you should think in terms of "job enlargement" as opposed to job specialization and job fractionalization. If you operate your organization on the basis of watertight compartments, the byproducts will be these: creation of "experts" who know little and care less of anyone else's activities; limited interaction among staff; limited cooperation among staff; creation of "stars" rather than a team. Specialists have their place in every organization, of course; but



BEWARE THE HAPPY SPECIALIST



specialization has to be tempered with concern for motivation, development, and teamwork.

15. *Experiences acquired within the organization are most meaningful and useful.* To the extent that training is based on situations and problems within the Service, development will be most effective. We have enough “know how” to make our managers more effective; the real challenge is to provide opportunities for the necessary learning and growth.

16. *But let your subordinate supervisors get away from their jobs now and then and get a new look at their job and the Service.* It will keep them fresh and help them understand better the purpose of their work. Outside contacts will enlarge their horizons.

Climate, Motivation, and Creativity

A vital role of the manager is that of unleashing creativity. This means that he must be consciously concerned with the kind of *climate* he sets. For training, development and growth of people will be successful only if the climate is right.

As a "climate-setter," then, the manager should recognize that his staff will perceive him as:

Cold or Warm
Aloof or Friendly
Autocratic or Permissive
Judgmental or Sympathetic
Rushed or Relaxed.



Only to the extent that the manager is encouraging, helpful, and supportive, and takes into account

- peoples' attitudes, feelings, motivations, drives, and personal goals,

- peoples' needs for belonging, recognition, respect, participation, challenge, and accomplishment,

is he effective in setting a climate which can unleash potential. In the absence of such a climate, we have to accept these inevitable byproducts—haphazard and slow development, limited job interest, mediocre performance, and “carrying” staff members.

The manager who is aware of the importance of climate-setting and wishes to work at it in a sincere and constructive way, will find of great value the recent research findings on motivation of the Survey Research Center of the University of Michigan. Their findings point up that individuals respond to these positive, driving forces or motivations:

Self-expression. People want the opportunity to discover, develop, and show their strongest aptitudes, abilities, and talents.

New experience. People want their abilities and interests stimulated through *varied* duties and responsibilities.

Self-determination. People want freedom of choice in making decisions which affect them and their work. In a democratic society it is quite understandable that people will want “to experience alternatives.” Thus, *participation* and *involvement* are vital tools which the manager can use to motivate staff.

Completion or closure. People want freedom to carry a job through to its final accomplishment.

Ego enhancement. People have a need for accomplishment so that they can increase (1) their own self-esteem or self-respect and (2) the amount of recognition or praise they receive from others.

Of major significance, too, is the fact that these drives relate to nonmaterial, nonfinancial needs. Also, for many people these needs cannot ever be completely satisfied. They, therefore, are tremendous motivators. Conversely, financial rewards are of much lesser effectiveness as motivators. Why? Because they provide (at best) a temporary stimulus, they ignore higher-level needs, they overlook individual differences, they may not be re-

lated to daily problems and productivity, and basically there are limits to the amount of financial incentives we can provide.

To appreciate more fully the needs which people have, the diagram "Hierarchy of Needs" (based on the ideas of the noted psychologist Abraham Maslow) merits study.



INNER SATISFACTION?

- *Physical* needs relate to air, water, food, warmth, etc. In our culture, based on a high standard of living these needs are usually met adequately. And to the extent that they are met adequately, they no longer serve as motivators.
- *Safety* or security needs encompass such elements as order, stability, predictability, fairness. If the individual encounters unfair decisions, discrimination and changes which he can't understand, he may feel he is under "psychological attack" and regard such actions as threats to his security.
- *Social* needs are met through a feeling of belonging to a group, having friends, and being accepted.
- *Ego* needs relate to wishes we have for status (recognition by others) and self-respect (we all have to live with ourselves).
- *Self-fulfillment* needs cover the highest level aspirations we have. It relates to the fullest possible realization of our potential. All of us like to feel we are doing something which is really worthwhile, accomplishing and creating on a high personal level—in short, meeting our personal goals.

For the manager, these ideas relating to the needs of people are significant:

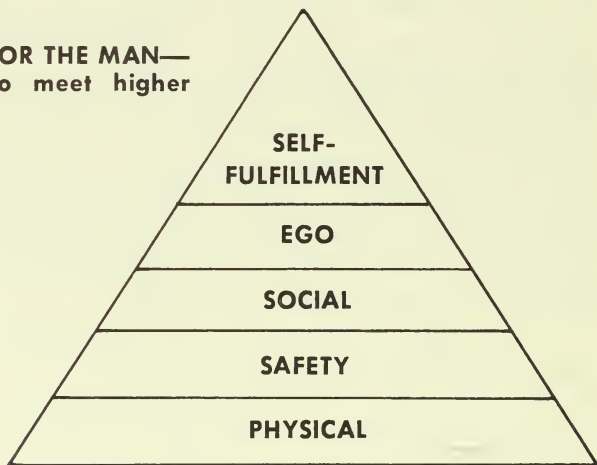
A. A lower need must be satisfied before the next higher one is effective.

B. As one need is satisfied, others gain in importance.

C. The higher-level needs are the best motivators because they are never met fully.

D. Concern with staff development, particularly via the **PLAN FOR THE MAN**, is a fundamental tool to help people meet their higher-level needs.

**A PLAN FOR THE MAN—
A tool to meet higher
needs.**



HIERARCHY OF NEEDS

Relation to Performance Rating Plan

The PLAN FOR THE MAN concept is not a rating plan. An adjective rating is not used and has no meaning under this program. There are no regulatory procedures and requirements which specify certain actions. All we are concerned with is the individual himself and the answers to such overall questions as: How can his performance be improved? How can he improve himself? How can we better utilize him? What is his potential with the Service?

No record of the PLAN FOR THE MAN is placed in the individual's personnel folder. As a matter of fact, no special form is required. A blank sheet of paper is adequate. It should provide information dealing with goals, standards of performance, and data relating to an individual's performance for purposes of appraisal, evaluation and *planned development*. What is desired is to invite the attention of the employee to that part of his job which may be in need of remedial action or strengthening. This is a matter of *individual* awareness—the subordinate's recognition and consideration.

The performance rating plan, as required by law, has other official purposes; e.g., to determine eligibility for within-grade promotion and to provide data in case of RIF. To that extent it is a useful and separate tool. By keeping this phase of the personnel program distinct, we can do a better *development* job.

Relation to Promotion Program

The PLAN FOR THE MAN idea is aimed at meeting *individual* needs. The subordinate participates with his supervisor in planning his own development to meet organizational goals more effectively, to achieve better performance and better utilization, to improve his own ability, and to increase potential (if appropriate). As an individual completes phases of planned development, his official personnel folder is documented to show completion of courses or participation in various types of training, such as Job Rotation, Management Seminars, Reading Improvement, Public Speaking, Conference Leadership, General Administration Training Course, participation in community affairs, and activity in civic organizations.

Improvement of the individual's performance is the *primary concern*. Naturally, in helping an individual to improve, there are several byproducts. He develops additional skills, knowledge, and abilities and is able to qualify for additional responsibilities which otherwise may be left to pure chance. He may qualify for promotional opportunities faster than otherwise—but, these are concurrent benefits. This program is aimed primarily at the improvement and better utilization of the subordinate.

If we do our training and development solely with promotion rungs in mind, we generate restlessness, transiency, and dissatisfaction. Reasonable employees will be interested in increasing both their own job competence and their worth to their employer, even when a promotion remains some distance away. Although in many instances planned development will enhance an employee's opportunity for promotion, *self-development* rather than promotion is the primary goal.

Under the Service's Merit Promotion Plan, every employee must state his career objectives and how he plans to reach them, when completing Form 10-89, Employee Skills Inventory—Appraisal, after having a discussion with his supervisor. This requirement of a discussion provides a natural opportunity for the supervisor to put into effect the **PLAN FOR THE MAN** program, coordinating it with the lateral transfer and promotion programs of the Service.

The **PLAN FOR THE MAN** program is a challenge to every manager and supervisor in the National Park Service. It is the most direct approach toward building careers through increased knowledge, skills, and potentials resulting from specific and planned actions. It requires wholehearted interest, support, and cooperation by the management staff. It can produce results highly beneficial to the Service and to its personnel.



How to Start the Development Job

There obviously is more than one way to approach the job of development of staff. The important elements, however, are:

A. To have a well-thought-out philosophy regarding the development of people. If one is sincerely interested in the development of staff, selecting the methods to be used will be relatively easy.

B. To select a method (or possibly a combination of methods) which fits your own leadership style, the climate in your park or office, and the realities of the supervisor—subordinate relationship.

C. To come up with a mutually agreed upon **PLAN FOR THE MAN**. *This is fundamental.* For if the subordinate does not know clearly in what areas he needs strengthening, and that you are really interested in his improvement, no development is possible. Also, unless the plan is one that is *mutually agreed upon*, the motivation to carry it out is external (supervisory pressure) rather than internal (personal conviction as to need).

CAN'T GET STARTED?



How to Develop A PLAN FOR THE MAN

If you are sincerely convinced that A PLAN FOR THE MAN is worth the effort and time, you will do a good job. Before you start, however, you may wish to review pages 43–44 regarding some of the pitfalls which you may encounter. Also, the Appendix has several invaluable exhibits which merit your close study.

A PLAN FOR THE MAN can be approached in various ways. It can be done via:

1. A discussion of the *problems* in the work situation which the subordinate faces.
2. The establishment of mutually agreed upon *goals* and *targets* for the year.
3. The establishment of mutually agreed upon written *job requirements* or *standards of performance*.
4. The feeding back of data regarding development needs as agreed upon by an appraisal panel.
5. A discussion regarding career goals.
6. A combination of the above approaches.

Let's discuss each of the first five techniques in more detail.

A Discussion of the Problems which the Subordinate Faces in His Work Situation

A. *Philosophy behind this approach.* As the supervisor you should start the discussion without any preconceptions regarding the development plan the man needs. Your aim is to establish a climate for easy communication, and to stimulate thinking and discussion. But to encourage your subordinate to bring up



EFFECTIVE PLANNING FOR MANAGER DEVELOPMENT—Do your subordinates have the information they need for better performance?

his problems, you must be willing to avoid bringing up your own solution or remedies regarding his needs and be willing to listen. Your role is that of an understanding helper rather than that of a “judge” and “expert.”

According to Dr. Norman R. F. Maier of the University of Michigan, problem-solving behavior is characterized by the exploration and evaluation of a variety of solutions. It is hindered by putting someone on the spot; rather, you should focus attention *on the situation*. Try to avoid the creation of defensive or face-saving behavior, for your subordinate can't change in any way if his behavior is being attacked. You must listen, accept, and respond to his feelings. Restating his ideas in different words is a good way for you to show him that you are trying to listen and understand. Ask applicatory, stimulating, and non-threatening questions. Summarize regularly, too. Make use of pauses, listen, wait; don't be a cross-examiner.

In general, you are trying to stimulate upward communication, to place mutual interest above personal interests, to *solve problems*.

Sample Questions and Comments for Use in the Problem-Solving Approach

A. Questions

1. What aspects of the job seem to work out well?
2. What aspects of the job give you the greatest satisfaction?
3. What should we be doing that we aren't?
4. What might we do better here?
5. To what degree is this a problem?
6. What caused this problem?
7. Do you have any ideas how it can be licked?
8. What else would this involve?
9. Who else would need to be brought in on it?

B. Intermittent Comments to Encourage Feedback

1. I would like you to explain this a bit more.
2. That's quite understandable. Tell me more.
3. Uh, Huh.
4. Let me check this with you to be sure that I understood you (Repeat what was said).
5. You feel that . . .
6. Uh, Huh.
7. Let me see if I can sum up what you've said.

Goal Setting on a Mutual Basis

Another effective approach to staff development is through the establishment of goals or targets. Dr. Peter Drucker, an outstanding management authority, terms this "management by objectives." Other names for this are programmed management and planned performance programming.

A. Assumptions and values. The assumptions underlying this approach are that:

1. It is just as important to devote time to establishing goals at the outset of a year as it is to try to evaluate performance at the

end of the year. In fact, evaluation is possible only if real targets have been set in the first place.

2. It encourages the subordinate to become an active agent, one who takes the initiative in charting his course. Coercion, manipulation, pressure, and “selling” regarding weaknesses are absent in this process; rather, the opportunity to function with maximum independence and to improve one’s abilities, skills, performance, and goal setting prowess becomes the motivator.

3. It shifts the emphasis from appraisal, particularly of a judgemental character, to one of *analysis*. Here your subordinate is examining himself constructively, not only as to opportunities for improvement but also as to strengths (and possibly potential).

4. It gives your subordinate a chance to work on organizational needs (goals or targets relating to the program or job) and to show management that he is an effective goal setter.

5. It uses a philosophy basic to the most effective counseling situation—namely, that the individual can play a major role in identifying his needs and will more readily correct those which he himself recognizes.

6. The emphasis, in the last analysis, is on program *results*, job *performance*, and *development* (as opposed to attempts at will-of-the-wisp “personality improvements”).

B. *Procedures*. This is the way it works:

- Your subordinate establishes on a tentative basis short-term goals (about 6 to 12 months) for himself. This is done after he has thought about his job, its requirements, his performance, his strongpoints, and his opportunities for growth.
- The subordinate comes up with *specific* plans and procedures to meet these goals *and* his development needs.
- You then discuss with him (1) the goals, (2) his plans to meet these goals, and (3) his self-appraisal regarding performance and development needs.
- Mutually agreed upon targets or goals are then set up for the 6 to 12 months, including the specific actions as to how these

goals are to be met; e.g., if an agreed upon goal is "to improve communication with staff" the specifics might include regularly scheduled staff meetings, visits to subordinates at their work site, taking subordinates along to meetings and on field trips, a greater share by subordinates in developing plans and policies, etc. At the same time a discussion is held regarding performance and development needs.



The end products which result from this process are:

(1) A set of goals and targets (See Appendix, Exhibit II for sample).

(2) A PLAN FOR THE MAN (See Appendix, Exhibit IV).

- At the end of the 6 to 12 month period, your subordinate evaluates his own progress in meeting his goals and his development. He then discusses it with you as his supervisor. Agreement is then reached on progress, the new targets needed for the next period, and the development needs which are still evident.

Setting Performance Standards

Standard setting is a device to help your subordinates to think constructively about their jobs. In this way they can see where and how they can improve their work and their skills. If you are a golfer, you know that you can't evaluate your accomplishment and improve your skill unless you know what is par for the course.

A. *Values of performance standards.* In a more specific way, there are numerous advantages to setting standards. These include:

1. It defines authority and responsibility in relation to the specific *objectives* of the job. The typical job description does not get into this area.

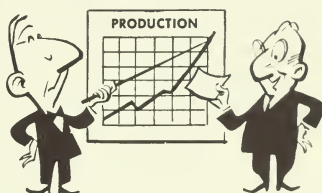
2. It helps to focus attention on all aspects of the job and the total operation. If standards have to be developed the job will have to be studied in a meaningful fashion.

3. It provides a basis for evaluating in an objective way what was done; what needs to be done, how well it was done, and how it can be done better.

4. It encourages the individual to examine his operation and himself. Without self-appraisal by your subordinates, you can only provide "feedback" to them from on high; the problem then becomes one of "selling" performance results as you, the boss, see it. But only to the extent that the man reflects on his own performance, is real improvement possible.

5. It provides a positive tool for development of staff. If accomplishment is known in relation to standards, a basis for development becomes logical and possible.

6. It increases (and thereby improves) communication between the man and his boss. Numerous studies have demonstrated clearly and tragically that all too often people do not know what their superiors expect and what aspects of the job the boss considers the most important.



B. Procedure.

1. Let your subordinate make the initial start at developing the standards. Why? To the extent that he participates in the development of the standards, the greater is the likelihood that he will try to meet them. People are more likely to want to abide by the rules they have created themselves, and thus believe in, as opposed to those which someone has set up and imposes upon them.

2. Your subordinate should study his job sheet, manuals, organization charts, and other official documents which relate generally to *what is to be done*.

3. Your subordinate should then block out, tentatively, areas *where results can be evaluated*. This should be checked with and reviewed by you for appropriateness, and agreement reached on them. Note: It is not necessary for minor aspects of the job to be subject to standards development.

4. The subordinate should then develop tentative standards of performance. He should write them in terms of the conditions or *end results* that will exist when he has met the standards. This may be a quantitative result; or quality; development of certain plans or programs; meeting of priorities and deadlines; or controlling cost. They should be discussed thoroughly with you. This step is essential to ensure that the standards are specific, clear, attainable, and understood and accepted by both parties. See Appendix, Exhibit III "Setting Standards of Performance for Managerial Positions."

5. For maximum benefit to the park or office, the standards should be reviewed at the next higher echelon.

6. Simultaneously with the establishment of standards, the individual works up a tentative plan regarding his own development needs. This is essential to ensure that the job standards are really met. It is then reviewed by you.

7. A **PLAN FOR THE MAN**, mutually agreed upon, is then prepared. This will cover ways to improve your subordinate's performance and to ensure future progress on the job. Depending on the man and his needs, it may also deal with a development plan to tap his *potential*. A sample **PLAN FOR THE MAN** is shown in the Appendix, Exhibit IV.

8. At an agreed upon interval (e.g., 6 months), you should check results in relation to the standards and **THE PLAN FOR THE MAN**.

9. You, as the supervisor, should encourage your subordinate to analyze the reasons for his "successes" and "shortcomings" in relation to targets, standards and the development plan.

10. You then review the tentative findings of your subordinate, as above, discuss them with him, and suggest that he develop

new standards, and work up a new *development plan* to overcome the weaknesses which were evidenced in the review process.

11. As a result of the above steps, a new set of targets and standards *and* A PLAN FOR THE MAN are developed and the process begins all over again.

Some Key Points in Setting Performance Standards

1. Be sure to involve your staff. This is the motivational key to its success.
2. Don't set standards which are impossible to reach and thus produce frustration and discouragement.
3. On the other hand, do set standards high enough to stretch the ability of your subordinates.
4. In the follow-up session, acknowledge special circumstances which may have prevented meeting of the standards.
5. Check primarily for results, accomplishments, progress. Let subordinates concentrate on the *how*.

Feedback of Data as Agreed Upon by an Appraisal Panel

A. *What it is.* An appraisal panel may be set up to assist you in evaluating performance, progress, career potential, etc. Its purpose is to help you to do a more effective job of staff development. It does this through the *multiple judgment* principle; that is, the ideas, information and questions of the panel members may help to stimulate and sharpen your thinking about the development of your subordinates.

B. *How it works.* Three or more people, all at a higher organizational level than the appraisee, meet as a panel to discuss your subordinate manager's performance and potential. You are the chairman of the panel. The appraisee may be permitted to select one or two of the other appraisers. Only items which are agreed upon unanimously by the panel become the basis for the appraisal.

After the panel has met, the appraisal is reviewed by the appraiser's superior for adequacy.

The appraisal is then communicated to the appraisee in a counseling session. For the most effective results, the *Mutual Problem-Solving* approach should be followed (see page 23). This means the panel's findings are held in abeyance and your subordinate is encouraged to discuss his job problems. This discussion, if conducted in an encouraging, non-threatening atmosphere, will bring up automatically many or most of the points which the panel agreed upon. By this time the appraisee should be receptive to any additional points which the appraiser believes should be communicated to the appraisee.

C. *Responsibility*. You, as the supervisor, are the one who is responsible for the appraisal, even though you secure advice from the other panelists. You alone meet with the appraisee in the counseling session.

D. *Unique values and features*.

- Since a panel must be convened, this serves as an effective reminder to you, the appraiser, that you must really do the job rather than to defer it indefinitely.
- A more thorough job will be done since (1) you will have secured guidance and advice from the others on the panel, (2) the presence of other panel members will ensure that you will take more time and care to do a fair and thorough job of evaluating performance, progress, strongpoints, and weaknesses.
- As the appraiser, you may learn as much about your own managerial prowess as the appraisee. This may happen in both the panel meeting and in your discussion with the appraisee.
- The emphasis is on *individual* development needs. To this extent, it does something which is meaningful to the appraisee and productive to the Service.
- It is a line program conducted by and for the line.
- It is a cyclical program ensuring adequate review and follow-up.

APPRAISAL-COUNSELING



1

APPRAISAL

An annual review by a panel of the performance of each manager or supervisor.

2

REVIEW

The conclusions of the panel are reviewed by the next higher level of management. A discussion is held re. its adequacy.



3

COUNSELING

The discussion of the appraisal with the individual by his immediate superior.



4

DEVELOPMENT

A definite training plan and schedule worked out by the superior and the employee.



- It concentrates on job performance as opposed to the never-neverland of personality traits.
- It emphasizes self-development.
- It is democratic in that it involves *all* who manage others (or at least all at and above a given grade level).
- It is a simple system. No special forms are required.
- It is buttressed by a sincere philosophy involving a strong faith in people and their dignity as human beings, a belief in their improvability, and a determined willingness to help in unleashing their potential.

E. *Misconceptions about this system.* The group appraisal system is often subject to misconceptions. Some of these are:

- That the appraisee will select “friends” to serve on the panel to secure a favorable appraisal. Experience has proven that appraisees are more likely to select severe critics. Why? Because they want advice and guidance to help them in their development; a “whitewash” by friends won’t do this. Actually, “friends” can be objective critics because they really know the man well and want to help him, too.
- That the other appraisers need to be thoroughly familiar with the appraisee’s work. This is not correct. The purpose of the other appraisers is simply to raise significant questions (see box on page 35) which the supervisor (the appraiser) may not think of himself. Often, however, the other panel members may be familiar with the appraisee’s work; if so, this is all to the good, but not absolutely essential.
- That it takes away authority from the boss. On the contrary—by helping him to do a better development job, it makes him a more effective and respected supervisor. Also, the responsibility for “feedback” about the appraisal and the actual development is the supervisor’s responsibility.
- That one must be a psychologist or a highly trained counselor to discuss performance with a subordinate. But this is not the case. All that is really needed is a desire to help people plus certain interviewing skills such as the ability to (a) estab-

Questions for Panel Members to Help the Appraiser

- You believe he is weak in _____. Could you give us an example or two?
- What is the frequency of this?
- Did you ever talk to him about this? What was his reaction?
- What help did you provide to aid him in overcoming this weakness?
- Is this really a make-or-break aspect of the job?
- You believe he has some personality traits which are poor? What are they? Do they really affect job performance?
- What does he do best?
- How is he as a delegator? As a communicator? As a motivator of people? As a developer of staff? As a planner? As an organizer? As a team worker? Is he cost conscious?
- What are the individual's ambitions within the Service?
- Is he satisfied with his progress?
- What plans have you made with your subordinate to improve his management competence during the next year?
- If he has indicated that he desires more responsibility, what plans does he have to prepare for it? Have you helped in any way?
- If you consider him suitable for a higher-level position, what have you done to help him with his self-improvement plans?

lish a friendly atmosphere, (b) encourage people to talk, (c) listen, and (d) solve problems in a joint way.

- That it is unduly time consuming. A determined and sincere effort to appraise and develop staff will certainly take

time. The questions, which are more pertinent, however, are: Am I really satisfied with the performance I'm getting? Am I doing all I should be to unleash creativity and potential? Are we securing the maximum return from our investment in our people? Am I discharging my responsibility as a manager in the area of staff development? What is the alternative to this approach? One management writer put it this way: "Any outfit that isn't willing to invest 1 or 2 percent of its time on programs of this sort has no business playing around with management development anyway."

Discussion Regarding Career Goals

The bulk of the job of developing subordinates relates to the *current* job: better performance, identifying and overcoming weaknesses, more progress, meeting deadlines, solving problems, etc. This is logical since:

A. At any one time most employees are not being readied for advancement; e.g., a man may have just come on the job; or a subordinate may be a specialist who now needs broadening, stimulation or challenge but not necessarily promotion.

B. Some employees may have reached the top of their career ladder; e.g., they may no longer be promotable because they may be determined specialists who want to stay in their own field, they are at the top of the grade ladder for their particular kind of work, they are approaching retirement, etc.

However, for employees who are at the bottom of the career ladder, who have some or much potential ("the comers"), or who are not "satisfied" specialists, you have an obligation to counsel them about their future careers.

Counseling a man about his career doesn't require a Ph.D. in psychology. All it takes is:

- an interest in the man.
- a desire to be helpful.



- a recognition that it is our obligation, as managers, to help people to move themselves along in a planned and positive way.
- a knowledge of the questions to ask in such an interview (see box).
- practice—you'll probably do a better job the second time.
- assigning time to do it.
- completion of a **PLAN FOR THE MAN** emphasizing career development which you and the man feel is reasonable and attainable. Pin point both short and long-range goals and plans to meet such goals.
- followup to see that progress on the plan is being accomplished.

Some Suggested Questions in Counseling for Career Advancement

1. What satisfactions do you get from your job?
2. Do you feel that your present type of work is the one in which you want to continue your career?
3. What would you like to be doing 5 years from now? Ten years?
4. What have you been doing to ready yourself for the career you favor?
5. How do you use your leisure time? Is this the best use, careerwise?
6. Can the Service and I help you to reach your career goals?
7. Have you considered lateral transfer? Special courses? Job rotation? Toastmasters? Participation in civic and community affairs?
8. Do you feel you have any weaknesses which you need to overcome to help your career?

After the Interview

Many managers are relieved when the performance interview or counseling session is over. They may feel that it is now something they don't have to worry about for another 6 or 12 months. But the conscientious and sagacious manager will ask himself two questions after the interview is completed:

1. What kind of a job did I do and how can I make it better next time? (see box on page 39 for pertinent points to check).

2. What action (followup) do I take now and for the next 6 months to ensure that the **PLAN FOR THE MAN** is really carried

out? The answer to this question involves setting dates to check on progress; carrying through on commitments, e.g., arranging for details to other jobs, special assignments, special courses, etc.; and providing continuing encouragement and help as necessary.



After the Interview

A. Arrangements

Did I do my "homework" in advance of the interview?

Was the location adequate?

Did I allow enough time?

B. Starting Off

Did I explain the purpose of our meeting adequately?

Did I put him at ease?

Who introduced the topics for discussion?

C. In the Interview

Did I feel comfortable? If not, why not and what can I do about it in the future?

Did he feel comfortable? If not, what can I do about it next time?

Did I try to listen and really understand? Did I interrupt?

Who did most of the talking?

Was I a friendly helper or an aloof judge?

D. Results

Are our relationships strengthened?

Will we be able to communicate more easily about targets, performance, progress, and problems?

Do I now understand his problems and point of view better?

What specific points did he bring up?

Did I agree with all of them?

If not, where did we disagree?

What points did I add? Did he agree to them?

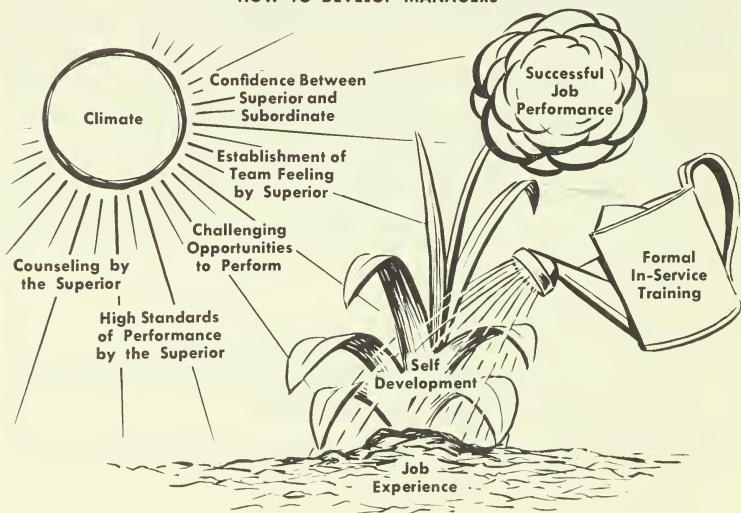
Do we now have a PLAN FOR THE MAN that we both understand and believe to be workable?

Techniques to Develop Managers

As we have indicated, once your subordinate's needs for development have been identified, you will need to work up A PLAN FOR THE MAN. A basic ingredient of this plan is a set of specifics to meet the development needs. For example, if a new assistant superintendent has little experience in budget administration and needs such experience, he may be detailed to work on the budget, either park or regional, for several weeks; and, if practicable, he may be sent to a university which provides such training in a formal way.

But to put the "how" of management development in broader perspective, we have prepared a chart "How to Develop Man-

HOW TO DEVELOP MANAGERS



Techniques You Can Use To Develop Your Managers

Job Experience		Formal In-Service Training	Self-Development	
Regular Job Activities	Broadened Experience		Professional and Civic Activities	Educational Activities
Guided Experience or Coaching by Superior. Try-out Experience. Discussing Communications. Setting Standards. Discussion of Appraisals. Discussion of Performance. Discussing Human Relations Problems. Unavailability—Forced Decision Making. Deep Delegation. Counseling. Feedback.	Job Rotation. Cross-Training. Lateral Transfer. Participation in Policy Development. Multiple Management. Staff Meetings. Special Work Assignments and Special Projects. Temporary Duty Assignments. Acting Assignments (for Those on Annual or Sick Leave). Assistant to Chief Positions. Understudy Technique. Committee Assignments. Task Force Work. Field Trips. Tours and Visits. "Sending Upstairs" Technique. Observational Assignments.	Management Seminars. Supervisory Training Courses. Case Study Discussions. Interviewing Techniques. Conference Leadership Course. Public Speaking Course. Attendance at Conferences and Meetings on Technical and/or Management Subjects. General Administration (Executive) Training Course. Luncheon Meetings With a Speaker on Management.	Holding Office in Civic Organizations and Professional Societies. Participating in Community Affairs. Committee Work Including Chairmanships. Attending and Participating in and Organizing of Conferences, Conventions, Workshops, Symposia, and Institutes. Writing Articles. Teaching. Toastmasters Club.	University Courses in: Management Subjects. Liberal Arts. Writing. Public Speaking. Reading Improvement. Technical Subjects. Correspondence Courses. Extension Courses. Great Books Club. Reading in Management Subjects. Foreign Travel and Study. Leave of Absence for Advanced Academic Work. Sensitivity Training.

agers." You will note that the left side of the chart points up the "climate" factors for good development—challenge, high standards, good man-boss relationships, and counseling. The center right portion of the chart breaks training down into these major categories: *Job Experience*, *Self-Development* and *In-Service Training*. The top right side shows the end product—*Successful Job Performance*.

Our second chart "Techniques You Can Use to Develop Your Managers" spells out in more helpful detail the different kinds of training which fall under these three categories. Descriptive information regarding some of the more important development techniques is given in Appendix V.

Making the PLAN FOR THE MAN Idea Succeed

One idea common to the several approaches to the development of a PLAN FOR THE MAN is an emphasis on *mutuality* and *cooperation*. The key idea is "Give and Take" as opposed to "Tell and Sell." To do otherwise is to attempt to secure *motivation for change* through external pressures by yourself rather than through internal desires for change by your subordinate.

Reference has been made earlier to the need to keep the discussion job-oriented as opposed to concern with personality traits. In addition, it is possible to make your development activities sputter and stall through other undesirable approaches. For example,

One study of a performance evaluation plan evidenced these reasons for employee dissatisfaction with it:

1. There was an inclination to postpone or even avoid the appraisal discussions. This was attributed to the amount of work required for each appraisal, but evidently there were other reasons as well.

2. The discussions were regarded as "formal" talks which strained the relationship between supervisor and employee.

3. Employees being appraised did not always participate actively in the interview—they seemed to feel that they were called in merely to "hear what the manager had to say."

4. Employees were inclined to disagree with their supervisor's evaluation unless the grounds for it were explained to them.

5. The preparation of the personal improvement plan by managers was regarded as inconsistent with the concept of self-development.

6. Employees felt that they were not receiving adequate guidance in improving their job performance or in preparing for more responsible work.

The PLAN FOR THE MAN idea presents both a challenge and an opportunity, Mr. Supervisor. We think you can meet the challenge and will accept the opportunity. The second portion of this booklet provides guides and helps for this.

Appendix I

A Guide to the Conduct of Interviews on Performance and Development

A basic tool for the manager who confers with his subordinate supervisors for development purposes is a list covering vital aspects of *work performance*. These sessions may cover information regarding:

Organization and Planning	Creativeness
Judgment and Decision Making	Leadership
Work Output	Working with Others
Quality of Work	Communications
Acceptance of Responsibility	Delegating Responsibility
Cost Consciousness	Developing Staff
	Job Knowledge

NOTE: This list could be extended to include other managerial activities such as coordinating, timing, follow-through, and reporting (up and down), or these items could be included under the above items.

To illustrate the kinds of questions you may wish to raise under each of these general categories, let us consider "Planning," "Organization," "Delegating Responsibility," "Communication," and "Motivating Staff" in more detail.

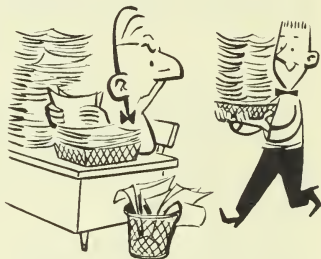
Planning

1. Can he establish realistic long-range goals?
2. Does he think in terms of objectives rather than details?
3. Does he operate on the basis of planned projects rather than "fighting fires?"

4. Does he define the problem? Explore alternate approaches? Have a firm basis for action before he starts to work?
5. Does he use his staff in developing goals and plans to meet them?
6. Does he budget his time or get bogged down in routine?
7. Does he set standards and attempt to achieve them?
8. What is his actual performance as compared with his own plans?

Organizing

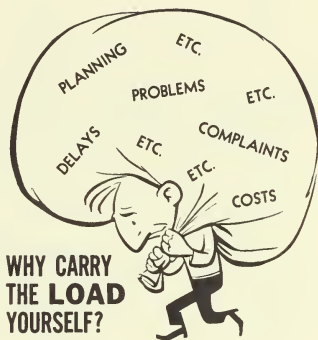
1. Does he define purpose and policies? Determine the what-when-where-how much of resources (men, money, materials) needed?
2. Does he practice the concept of "completed staff work" with his superior and does he expect it of his staff?
3. Does he periodically survey his organizational structure, work assignments, and internal operating procedures?



Delegating Responsibility

1. Does he take work home almost every night?
2. Does he have little time for outside professional activity, recreation, study, civic work, etc?
3. Is he "inaccessible" due to a heavy in-box, many telephone calls, etc?
4. Is he frequently interrupted because others must come to him with questions, or for advice or decisions?
5. Do his subordinates feel they should not make decisions themselves, but should bring their problems to him?
6. Does he insist on reviewing all or most items in draft? Does he spend undue amounts of time reviewing and perfecting outgoing correspondence?

7. Does he have unfinished jobs accumulating or difficulty meeting deadlines? Is he a "bottleneck"?
8. Should he spend more of his time working on planning, supervising and building relations with his staff?
9. Does he feel that he must keep close watch on the details if someone is to do a job right?
10. Does he keep job details secret from subordinates, so none of them will displace him?
11. Does he neglect to ask subordinates for their ideas about problems that arise?
12. Does the office function properly when he is away on leave or business?
13. Does he use his secretary to make his job easier?



Communicating

1. Is he a good listener? Does he daydream? Interrupt? Argue?
2. Does he hold meetings with key members of his staff? Are they of the problem-solving type or primarily to pass information along?
3. Is he an effective public speaker?
4. Does he write clearly and concisely?
5. Does he touch "base" with all interested parties to be sure that they know what is going on?
6. Does he encourage others to talk freely? Does he want opinions and advice of others?
7. Is he an active but considerate participant in meetings and conferences?
8. Can he conduct a conference of peers (as opposed to subordinates) in a way that reflects favorably on his office and himself?

Motivating Staff and Others

1. Does he encourage participative management? Or is he autocratic?
2. Has he developed a team?
3. Do employees (and others) enjoy working with him?
4. Does he command a high degree of respect and confidence by his staff? Others in the organization?
5. Does he stimulate others to their best effort? How?
6. Is his approach to motivation that of providing staff with challenge, opportunities for growth, and sense of accomplishment? Or does he get results because he is the boss?
7. Does he bring out the best in people?
8. Does he give credit where it is deserved; show appreciation when a job is well done?



MOTIVATION

Appendix II

Planned Performance Targets For Chief, Personnel Department, Bureau of Submarine Maintenance

6 Month Period of January 1 to June 30

Quantitative Targets

1. Reduce clerical costs in operating examining function :
by 30 percent
2. Increase typing pool :
by 8 workers to a total of 18
3. Reduce number of secretaries in headquarters :
by 12 to a total of 25
4. Reduce cost of technical training :
by 25 percent
5. Increase number of managers at GS-15 level who have attended an advanced management course :
by 50 percent
6. Reduce number of disciplinary cases :
by 30 percent

Qualitative Targets

1. Revamp performance rating plan.
2. Revise promotion policy.
3. Conduct trial run on job rotation.
4. Issue booklet on personnel procedures for supervisors.
5. Develop safety program for office workers.
6. Develop multiple management plan.
7. Increase internal communications among staff members.
8. Revise employee handbook.

Appendix III

Setting Standards of Performance for Managerial Positions

Meetings with Staff. Performance is satisfactory when:

- They are held frequently (e.g., once per week).
- They are scheduled.
- They are held as scheduled.
- An agenda is prepared in advance.
- The staff participates in developing the agenda.
- The meeting is used to solve problems (in addition to disseminating information).
- Participation is free and easy and the "boss" deemphasizes his status and presence.
- Meetings are held in a comfortable and relaxed atmosphere.
- Proceedings and agreements reached are reduced to writing ("minutes").

NOTE: (1) This type of standard may be prepared by a manager and his subordinate manager, or it may be prepared by the manager and his staff on a group-meeting basis. The latter approach is a more effective means of standard setting for it taps the thinking of the group.

(2) These items regarding the staff meeting are only suggestive. Different managers may set up other standards for the staff meeting.

Appendix IV

A PLAN FOR THE MAN

Supervisory Engineer John Grove and I met on November 1 to discuss his development needs. We agreed on these points:

<i>Development Need</i>	<i>Action to Meet the Need</i>
1. <i>Technical</i>	
a. Hydraulic problems are becoming pressing. John has had no formal training in this area.	John will attend local University at night and take Hydraulic Engineering, I and II, in the next two semesters. We will pay for this under the Training Act.
b. Our safety matters are requiring closer coordination and direction. John has never worked much in this area before.	John will spend $\frac{1}{3}$ of his time with the safety engineer for the next 6 months. This will be primarily in the afternoon, although in some weeks it may be for a full day or two.
2. <i>Management</i>	
a. We expect John to speak before outside groups—he finds this embarrassing.	John has agreed to join Toastmaster Club No. 682 in town. They meet every other Thursday at noon.
b. John can use a broad picture of the administrative process, for he is relatively new to his job which is essentially management.	In the next 24 months, John will enroll in a two-week advanced management program. We have agreed that a summer might be the best time for this.

(Signed) JOHN GROVE.

(Signed) HENRY LAWTON.

Appendix V

Techniques of Management Development

Introduction

A management development program is intended *primarily* to increase the participant's competence to do his present job. A secondary purpose is to prepare him for promotion to a position of greater responsibility. Therefore, it is essential to bridge the gap between the skills he now has and those required for greater competence. It follows that the techniques applied in accomplishing this objective will vary widely.

The success of any training program (and therefore any management development program) depends upon the *resources* and the *resourcefulness* of the trainers and trainees. In a small organization the resources available for training and management development may be limited. However, this lack of resources will not seriously interfere with its success if the resourcefulness is there in abundance; e.g., effective coaching and deep delegation are possible in any size park or office.

In the paragraphs which follow we have attempted to describe some of the more common developmental techniques. They are relatively simple devices which have been employed in situations where even the term "management development" is unknown. We believe that the techniques which we have identified may be successfully utilized individually and in various combinations, depending upon need of the individual on the one hand and the resources and resourcefulness on the other.

The head of a small organization need not be frightened by the idea of management development simply because he cannot afford

involved or elaborate techniques. If he will sit down and think the problem through he will be amazed (and pleased) to find how much he can do on a systematic basis with a relatively small investment.



Coaching by Superior

This method of training is fundamental. It involves taking advantage of each working situation to teach others the managerial job. It tests the ability of the leader to "lead" rather than to "drive." It is accomplished by a wise delegation of authority, coupled with patience, skill and tact in the handling of the subordinate.

One company (Carnegie-Illinois Steel Corporation) sums up very well the general techniques involved in developing the subordinate on a coaching basis. They are:

1. "What Do You Think"? method (aim is to get the subordinate to analyze and think).

2. "Get and Interpret the Facts" method (provides experience in organizing an attack on a problem).

3. "Man—Management" method (or getting work done with people; emphasis on being a leader rather than a boss).

4. "Send Him Upstairs" method (i.e., send the man to represent his superior at meetings, conferences; this develops his self-confidence and broadens his insight into organization activities and problems).



In addition, the subordinate may be encouraged to read in the professional or technical literature, to take outside courses, to participate in professional and civic organizations, and generally *to develop himself*. He must be schooled constantly in the importance of good communications, human relations, fixing and delegating responsibility, and like principles of good management. Above all, the trainer should set the proper example for his subordinate.

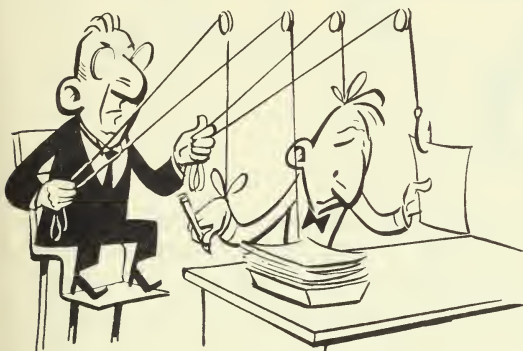
In light of the above observations it is apparent that the success of this training depends in large measure upon the capabilities of the manager as a trainer.

Delegation

Probably the most effective way to develop managers is by giving them authority to get their job done. A manager's best learning device is through decision-making. We learn best by doing, and delegated authority to act would appear to be the best training device we can have.

Then, too, we can't evaluate the manager's effectiveness unless he does make decisions. All too many training devices and programs are of minimum effectiveness because we don't really know what the trainee has learned and what he can do. If we give him

an opportunity to exercise authority and hold him responsible for results, we will be employing one of the best executive training devices. At the same time, we will be able to appraise the extent to which his managerial talents have matured.



If you want people
to grow—

**Don't be a
BACK-SEAT
DRIVER**

Job Rotation

Small organizations have a natural advantage in broadening their personnel. This follows because work assignments tend to be of an undifferentiated or nonspecialized nature. Contrariwise, medium-sized and large organizations ordinarily utilize personnel on a specialized basis. In time, this may result in the deadening of interests and outlooks on the part of men who ultimately will (or should) assume broader responsibilities. To overcome this compartmentalization, it is essential to provide managers with the opportunity to obtain experience in many phases of the Service's work. A planned program to meet this need may be termed "job rotation."

For maximum effectiveness job rotations should involve relatively long-term assignments, i.e., 2 to 5 months. More frequently, however, it may be inconvenient to release a trainee for extended time periods. Thus, rotational assignments may be scheduled for short intervals (2 or 3 weeks or even 1 or 2 days per week) over a longer period of time (2 to 5 years). Short-term rotation



extending over several years does have some advantages, including: provision of a longer period of organized training in which to absorb new ideas; provision of more opportunities to stop and consider where he (the trainee) is headed; formation of stronger habit patterns in self-training resulting from longer formal association with the program; and more frequent "updating" of experience.

Best results from job rotation will be had if the assignments are carefully planned and if the supervisor who receives the trainee understands the purpose of the rotation and utilizes him adequately.

A problem in job rotation is that it may make heavy demands upon the executives or supervisors who are busy getting out the work of the units to which the trainees are assigned. However, the wise supervisor will utilize the trainee to make his own job easier. This is particularly true in respect to the assignment of tasks or projects of a management character which otherwise might go undone. Then, too, the conscientious and mature supervisor will enjoy the opportunity to help other human beings grow.

Special Assignments

Special assignments permit the manager to develop by actual participation in meaningful activities. These assignments may be related directly to the work of the office; e.g., working up the

budget or handling knotty public relations, organization or personnel problems. They also may be less directly related to organization activities; e.g., acting as recorder at a professional society meeting, leading a discussion, or arranging for a conference (including concern with agenda, participants, administrative details, etc.).

All of these activities necessitate preparation. The manager must plan and budget his time, develop and arrange facts, make a report or write a staff paper, and justify his conclusions and recommendations. These actions aid in setting good work habits. They help him decide how much he can take on and point up the need for scheduling time and setting a priority to known goals. They help him to adjust to new situations and people and to recognize his own shortcomings and limitations.

Special assignments are particularly valuable as a development tool in situations where the manager cannot be away from the park or office for extended time periods.

Committee Assignments

Committees are established to initiate or support significant executive action. Frequently, important staff work is accomplished through the medium of the committee. Typical of committees in the management area are those concerned with suggestions, training, recreation, grievances, job evaluation, safety, employee association, management improvement, etc. Technical committees across organizational lines also may be used.

One of the ingredients of a management development plan may be participation in these committee deliberations and, where appropriate, decision-making. The degree of the manager's participation will be conditioned in part by the extent to which he has developed—but his



participation must be active and, wherever practicable, must place upon him full responsibility for his decisions and actions. Mere observation of committee action ordinarily cannot be expected to facilitate growth except possibly when the committee is engaged in high policy deliberations.

Assignments to committees should be rotated to provide developmental opportunities to as great a number of employees as is practicable.

Temporary Replacement

In the absence of a manager on a field trip, military leave, vacation, illness, etc., subordinates may have excellent opportunities to function in managerial capacities. This follows since as "pinch-hitters" they (may) have full responsibility for a given operation.

Assignments of a temporary nature can be made within the immediate office or in another office. All assignments of this sort need not be up—they may be (and often are) down, too. Best results are obtained by planning for and following up after the tour of duty ends.

One caution: It should be clear to all that the word "acting" is stressed—this is essential to avoid the impression that the temporary assignee has a vested right to the job.

Observation and Inspection Tours; Field Trips

To enrich the manager's experience, to broaden his insight into problems not readily apparent at his desk, to provide him with opportunities to appreciate other-echelon (higher or lower) thinking, needs, problems, etc., it is desirable to make trips away from his office.

These visits may also take place in another organization doing like work or having similar organization or operating problems. Here the objective is to ascertain how others are meeting their problems. Or it may occur within the organization, but in an

out-of-the-city location. The objective in the latter instance may be to evaluate the effectiveness of headquarters policies; to learn of field viewpoints, complaints or difficulties; to provide assistance on a particular problem area; to improve relations and understanding between field and headquarters levels.

Other visits may be designed to augment the manager's technical knowledge. He thus may visit laboratories, exhibits, and demonstrations, or participate in various tests and exercises.

To obtain maximum results from this training device, the subordinate upon his return should prepare a full report pointing up his impressions, findings, and recommendations for action. It also is obvious that unless the trip has specific objectives, is well-planned, and properly scheduled ("quickie" visits are mere time wasters), the man would do better to stay in his office.

In general, these visits should furnish new ideas and may pave the way for changes, once the manager sees how and what others are doing.

Participation in Staff Meetings

Staff meetings are conducted for many purposes. These include the passing on of information to staff members, the resolution of problems, the development of policy, the coordination of the several activities of the organization to ensure uniform thinking and harmonious action, the development of a team feeling, etc.

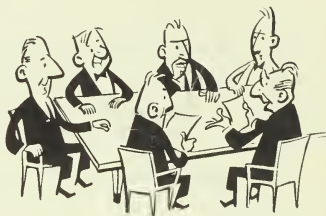
Since those in attendance ordinarily represent a particular speciality or segment of the organization's program, the staff meeting can provide excellent opportunities for development. This follows since the problems under discussion invariably are broader than those of a given specialty. Insight is thereby provided into subjects which cut across organizational lines.

In addition, in the give-and-take which is basic to the discussion, the participants learn to respect other viewpoints, to weigh the facts, to clarify points at issue, to express themselves effectively, and to appreciate two-way communication.

From the standpoint of the organization head who conducts the staff meeting, he can assess his subordinate supervisors quite readily in terms of their participation and contribution. He, of course, should endeavor to draw them out so that they will participate actively. Participation and developmental benefits will be insignificant and apathetic if it is apparent that the staff meetings are essentially "window dressing," because the boss always has his mind made up in advance on the problem.

Participation in Policy Development

In an attempt to improve and democratize management, the McCormick Company of Baltimore established a Junior Board of Directors in 1932. This plan of management development is known as "Multiple Management." This system benefits the organization in that it taps the ideas of its lower-echelon managers and helps to identify "The Comers." At the same time it permits them to develop by:



- Direct, frequent participation in important policy discussions.
- Acquisition of management skills and attitudes through close participation with their bosses.

- Developing skill in group thinking (the teamwork idea).

- Learning about organization-wide problems and their relationships.

- Learning to accept other peoples ideas and viewpoints.

- Stimulating them to think (middle management and first-line supervisory operations too often become routine and thus narrow outlooks).

Participation in Community and Civic Affairs

From a public relations standpoint, the advantage of participation in community and civic affairs to the individual's organiza-

tion is obvious. But to the manager its importance lies in the benefits he derives from such participation. These include: development of self-confidence through outside contacts and by getting things done; experience in arranging and organizing projects, meetings, conferences, etc.; an insight into public relations techniques and practices; a feeling of satisfaction by engaging in a project which helps the community or segments thereof which may need assistance; getting to know individuals such as civic leaders, educators, clergymen, union officials and others who may be useful "contacts" in getting one's own job done more effectively in the future.

Membership in Professional Organizations

Much of the manager's development necessarily depends on himself. An excellent means of self-development is via active participation in professional societies and associations. This activity may take the following forms: working on a special project as a member of a work group; writing articles; membership on a committee; serving as a society officer, committee chairman or head of a work group; attending conferences, institutes, meetings, and wherever possible serving as a conference officer or panel member or panel chairman.

The values (from the standpoint of professional growth) of active participation in these activities include:

1. Opportunity to give and receive new ideas and developments in one's field of activity; securing assistance in solving one's everyday problems; developing higher standards of achievement; and maintaining a fresh outlook on present problems.

2. Learning to work with others; development of attitudes of cooperation and respect for others' viewpoints.

3. Meeting other coworkers and leaders in the same or allied occupation(s); these contacts will grow wider, more valuable, year by year, and provide vitalizing experience.

4. Bringing recognition for one's work; stimulating interest in one's profession.

5. Providing an outlet for creative and organizing talents and a means for developing them.

Attendance at Professional Meetings and Conferences

To broaden the manager's outlook, to give him insight into problems related to his work, to give him an opportunity to exchange ideas and share experiences with others in his profession, he should be encouraged and permitted to attend outside meetings, conferences, institutes, seminars, and symposia. These may range in time from 1 hour to 1 week.

Training of this type is essential to develop the man into the full, well-rounded manager. In the absence of such training, intellectual stagnation and vegetation is almost a certainty to result. This training medium is essential for the budding manager to aid in his growth, and for the experienced manager to retain a fresh viewpoint.

Systematic Reading

To round out the manager's knowledge of particular problem areas, and to give him greater insight into *management* subjects, he should be encouraged to read extensively. The bulk of this reading will be done off the job. Management journals are a good source for this purpose.

Subordinates should be encouraged to become regular readers in the professional literature. This reading should be planned and pinpointed to the individual's development program. It cannot proceed haphazardly and without direction if it is to be meaningful. Planned reading programs enable the manager to concentrate on subjects most useful to him. Then, too, they can be pursued at the time and pace determined by him.

You, as a supervisor, can serve a most important role by doing some "digging" yourself—i.e., studying management books, articles and various professional materials as well as referring them to your "understudies" for review and comment. A practical technique is to have a staff member take on a current book, read

it, write an abstract, and report on it at a staff meeting so all can benefit as well as to open up other areas of self-expression and group responses.

Recommended reading materials may be found either in the park or office library (if there is one) or in public and university libraries. The library of the Department of Interior should also be utilized. A library, if it can be afforded, may pay off in that it saves the manager's time and

encourages reading otherwise neglected. This follows due to its ready availability and accessibility. Even if books are limited, periodicals and pamphlets would seem to be a must if the manager is to keep current.

The Personnel Office can play a most significant role insofar as planned reading programs are concerned. For example, it may recommend suitable readings in the management field. It may, from time to time, pass out reprints of articles on management subjects and executive practice. It should also attempt to evaluate the nature, extent, and success of reading programs.

Outside Study (Schools, Correspondence Courses)

In preparing a development program for a given manager, you may find that he lacks specific subject matter knowledge (e.g., economics, finance, statistics, management), proper attitudes (e.g., human relations or communications), or skills and poise (e.g., conference leadership or speaking ability). It, therefore, may be desirable for him to attend courses at a university.

This type of training may be taken off-the-job, by home study (depending on the type of course), or during the workday or workweek depending on the character of the course and the need. Some of these courses may be relatively short-term, others may require attendance over a two-year period.



Universities and other organizations also offer various middle management and executive development programs entitled "Executive Program in Administration," "Advanced Management Program," "Executive Leadership Program" and "Laboratory Training in Human Relations."

Where appropriate, the Federal Employees Training Act of 1958 may be used to finance the cost of courses in nongovernment facilities.

A major problem in off-the-job training is how to translate it into on-the-job behavior. It is obvious, of course, that the more closely such training is geared to organization problems and involves participation, the more likely it is to prove effective. Discussion about the training and followup are essential devices to ensure payoffs.

Conference Leadership

Conference leadership training is essentially training in logical thinking and listening. Its aim is to encourage the use of questions and free, open discussion at all meetings in which the manager participates. True development occurs when the manager presents the problem and asks "What do *you* think about this?", as opposed to his trying to provide all the solutions.

The trained conference leader is one who ascertains that pertinent facts are in, that the problem is accurately defined, that the problem is evaluated, that all possible solutions are considered, and that a positive reasonable and logical course of action is adopted. Above all, he must learn to *listen*; and to remember that conferences must be *member-centered* rather than leader-centered, that the leader's function is that of "group servant" and to tap the ideas of the group.



Some value to be gained from this type of training are learning to think on one's feet, stimulating others to think by proper use of questions, development of self-confidence, poise, and the positive aspects of one's personality, and a recognition that conferences can serve a form of *catharsis* (letting subordinates sound-off and blow off steam).

Public Speaking

Leaders in every walk of life share many characteristics and skills. Some are innate; many others can be acquired. An important leadership skill which can be learned is the ability to present ideas effectively on a face-to-face basis. This skill is particularly important when we realize that our society today, and to an ever increasing degree, is less a reading world. Increasingly, ideas are being transmitted through non-written media. Under conditions such as these, the need for speaking ability is obvious.

Then, too, practice in speaking also provides the manager with poise and self-confidence. While opportunities for speaking before groups may arise within the organization, the initial training must be undertaken by the trainee himself. Membership in a Toastmasters Club is the best way to secure this training. The trainee should avail himself of other opportunities to speak before groups; e.g., in professional, civic, fraternal, and cultural pursuits.

Human Relations

Effective human relations is one of the most important elements in a well-run organization. Today, intelligent management recognizes that the managerial job is primarily one of fitting together the logical conduct of operations, the social structure of teamwork, and the emotional characteristics of individuals. Problems of dissatisfaction, conflict, low morale, turnover, absenteeism, low or faulty production, grievances, etc., stem from poor or indifferent relations between management and the work force or within the work force.

Can supervisors and executives be taught to improve their human relations? This question can be answered affirmatively, but with one proviso—that the top man in the organization receives the training first and sets the tone thereafter. In essence, human relations is taught best through the process of “contagion,” based on the examples set by the organization head.

Where can this type of training be best acquired in a formal way? We recommend highly the “sensitivity training laboratory.” These laboratories, which are located at some 35 universities around the country, give group members a chance to learn about their own behavior as their peers perceive it. In more specific terms the learnings are these:

- Awareness on the part of a management man of his own effect on individuals and particularly on group situations.
- Sensitivity to social and psychological factors in the organizational situation, which means the effective management man must see people as groups as well as individuals, and be able really to listen not only to words, but to what people are trying to say by their moods and by their actions.
- Diagnostic ability, because he must recognize what the current situation is and how it is likely to affect any particular subgroup or individual.
- Understanding of group processes by which groups grow, choose goals and set standards, or do work, and how they are maintained, changed, or dissolved. This helps to explain what’s wrong when we do not get teamwork.



Communications

A human organization is a complex mechanism. It is composed of many specialists and it has many layers. What would happen if all those people were unable to communicate with one

another? No one would know what to do and the work would be left undone.

Communication enables an organization to function. Through communication people receive instructions, report results, solve problems, and most importantly, learn the *why* behind plans and decisions. The better the organization's communications, the more effectively it will operate. And the best communication systems are those that lead up and across as well as down.

In view of the importance of communications, it is surprising how often its principles are violated. To ensure that those in or intended for managerial jobs appreciate the importance of communications, training is necessary. Training programs should cover areas such as the following: introducing the worker, orientation, two-way communication, media (staff meetings, suggestion boxes, newspapers, memoranda, bulletin boards, reports), the role of rumor and the grapevine, junior boards, barriers to effective communication, and the like.



Administrative Practices

Administrative principles and practices are the technique for welding the ingredients of an enterprise into a functioning organization and keeping it functioning smoothly and effectively. While the principles may be universal, the applications of those principles varies widely and reflects the local problems of the organization. The effective manager cannot afford to suffocate professionally in a mass of administrative details, but he must be thoroughly competent to acquire, safeguard, and effectively utilize the men, money and materials required by his enterprise. He must, therefore, be thoroughly comfortable in the midst of the administrative processes which transform men, money and materi-

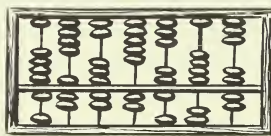
als into visitor service. Consequently our development program should make provision for training in budgeting, procurement, personnel management, fiscal management, and related subjects.

Training in Technical Fields

The true manager is a person who knows how to employ effectively the technical skills of his subordinates and associates. He is not necessarily the most competent person in the technical details of the operations of his organization. (The inscription on Andrew Carnegie's tombstone is: "Here lies a man who knew how to enlist in his service better men than himself"). Nevertheless, he cannot administer in a psychological vacuum. He must be conversant with the operating problems of his organization and, for that matter, in a relatively small organization, he may have to be the technical leader as well as the administrator.

Normally we think of technical skills as falling in the range of skills acquired through outside education, self-development, or long-term apprenticeships, and therefore outside the field of a management development program. It frequently happens that to get precisely the right balance of administrative and technical know-how, the management development program must provide a systematic means for acquiring or enlarging the manager's technical skill and his fund of professional information, particularly when the organization has peculiar operating problems.

Of particular importance, too, in this era of rapid change, is the need to update regularly our professional or technical knowledge.



For Further Reading

HERSEY, REXFORD. "As Others See Us," *Personnel*, July–August 1962.

A description and evaluation of the successful management development program in the Philadelphia refinery of the Gulf Oil Company begun in 1958. In this program all managerial personnel receive data about their performance from subordinates, peers and the immediate superior.

LIKERT, RENSIS. "Motivational Approach to Management Development," *Harvard Business Review*, July–August 1960.

A leading psychologist points up the findings of current research in relation to motivation, communications, productivity and management development. Emphasis is on setting of objectives on a team basis; i.e., by the manager *and* his staff.

MAIER, NORMAN R. F. *The Appraisal Interview: Objectives, Methods and Skills*. New York, John Wiley & Sons, Inc., 1958.

An outstanding industrial psychologist discusses three ways to communicate performance to staff: "tell and sell," "tell and listen," and "mutual problem solving." The merits and disadvantages of each, based on research, are presented.

MARTING, ELIZABETH AND MERRILL, HARWOOD F. *Developing Executive Skills: New Patterns for Management Growth*. New York, American Management Association, 1958.

A comprehensive treatment of the basic concepts, approaches, and techniques of management development. A number of company plans are included.

MAYFIELD, HAROLD. "In Defense of Performance Appraisal," *Harvard Business Review*, March-April 1960.

Clarifies purposes and techniques of the "progress review." Discusses a wide variety of related matters including basic purposes, reactions of participants, counseling problems, candor, communications, climate, listening, and subjects to cover in the interview.

MCGREGOR, DOUGLAS. *Human Side of Enterprise*. New York, McGraw-Hill Book Co., 1960.

One of the leading exponents of the importance of "climate" in organizational effectiveness applies his philosophy to the basic elements of organizational life. The book explains the role of assumption in interpersonal relations, the importance of management objectives, the relationship between supervisor-subordinate and how it affects the organization, and the practices related to developing an effective organizational climate for human growth in the organization. Very useful in the "goal setting" approach to management development.

PATTON, ARCH. "How to Appraise Executive Performance," *Harvard Business Review*, January-February 1960.

Use of "planned performance" approach can reduce subjective bias, avoid mathematical rigidity, boost performance by setting goals, and build confidence with fair evaluation. A useful reference for target setting approach to management development.

ROWLAND, VIRGIL K. *Improving Managerial Performance*. New York, Harper & Bros., 1958.

A short, concise, easy-to-read book on management development, with particular emphasis on group appraisal techniques.

ROWLAND, VIRGIL K. *Managerial Performance Standards*. New York, American Management Association, 1960.

A down-to-earth treatment of the why and how of setting performance standards. Tells how to strengthen the "man-to-

boss" relationship as a means of improving performance. Shows how superior and subordinate can work together to set standards in group discussions and private interviews.

SCHEIN, EDGAR H. "Management Development as a Process of Influence," *Industrial Management Review*, May 1961.

Approaches manager development from the standpoint of how the manager's attitudes can be changed for the best interests of the organization. Regards the "influence process" as one having three phases: *unfreezing*, *changing* and *refreezing* attitudes.

SOIK, NILE. "How to Conduct the Employee Performance Review: A Step-by-Step Procedure," *Journal of the American Society of Training Directors*, November 1958.

Suggests that difficulties in performance review can be overcome by eight steps: planning, preparing the employee, reaching agreement on responsibilities, criticizing constructively and praising sincerely, listening with empathy, working out a mutual plan, closing on a positive note, and following-up.

"It is only the little man who ever graduates; the big fellow stays at school every day of the year."

—Edward N. Hurley



"One of the major tasks of any program of management development is to bring to the surface the individual's resistance to growth and change, and help him to decide whether he really wants to undergo the difficult task of learning and changing. Unless the individual ultimately reduces his resistances and commits himself to a program of change, training will be ineffective, no matter how beautifully dressed or persuasively presented."

THE NEW LOOK AT
MANAGEMENT DEVELOPMENT
Leland P. Bradford, *Director*
National Training Laboratories
National Education Association



The most valuable executive is one who is training somebody to be a better man than he is.—R. C. Ingersoll, President, Borg-Warner Corp., *The Management Review*, Nov. 1957.